# GOVERNMENT OF INDIA
# TRIBAL AFFAIRS
# LOK SABHA

UNSTARRED QUESTION NO:3594
ANSWERED ON:21.12.2015
Tribal Education
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**Will the Minister of TRIBAL AFFAIRS be pleased to state:**

(a) whether significant Drop-outs among tribal students have been noticed and if so, the details thereof along with the corrective steps taken by the Government in this regard;

(b) the steps taken by the Government to provide elementary and primary education to Scheduled Tribes and the children belonging to Scheduled Tribes;

(c) the State-wise details of ratio of teachers belonging to Scheduled Tribes in the schools;

(d) whether adaptation programmes related to Scheduled Tribe language and culture are being run for regular and contractual teachers in tribal areas;

(e) whether the Government assists any initiative for publication of course books and children books in tribal languages; and

(f) whether tribal festivals and functions are kept in mind while preparing educational time-table and if so, the details thereof?

## Answer

MINISTER OF STATE IN THE MINISTRY OF TRIBAL AFFAIRS
(SHRI MANSUKHBHAI DHANJIBHAI VASAVA)

(a): Drop outs has been a great challenge in the area of tribal education. Dropout rate between Class I and Class X in respect of STs was 62.4% during 2013-14 as against 47.4% for overall population of the country for the same year. The Ministry of Tribal Affairs is providing Pre-Matric and Post Matric Scholarships to ST students who are studying in Classes IX to XII. Besides this, other facilities like Hostels for ST Boys & Girls, Residential Schools & Upgradation of Merit for the students studying in Classes IX to XII are provided to encourage the ST students to complete their studies. During the last one year, the following measures have been taken by the Ministry to address the issue of Dropout:

1. Development of Bilingual Primers containing text both in regional and tribal language but in local official script through Tribal Research Institutes and Sarva Siksha Abhiyan.
2. Content of the primers in the Tribal Cultural context.
3. School vacation to be in synchronization with major tribal festivals.
4. Construction of Girls toilets: to check girl drop out; physical safety; sanitation issues
5. Vocational training integrated with residential schools − to make education more useful for livelihood, and perceived as relevant and valuable.
6. Residential schools (200-300 students capacity) in block headquarters for quality education and physical safety including in LWE affected areas.
7. Promotion of Kitchen-garden and Sports.
8. Traditional Food (minor millet) in school meals.
9. School management to engage teachers to overcome shortage.
10. 100% screening of children for Sickle Cell Anaemia/Trait.
11. 100% physical enrolment of children.
12. Habit of hygiene and sanitation, use of recyclable material amongst school children, reduction in generation of garbage.
13. Engagement of trained lady health workers as Warden/Asstt. Wardens in girls' hostels.

(b): All tribal students are covered under the Right to Education ensured through Sarva Siksha Abhiyan scheme being implemented by the Ministry of Human Resource Development. Besides this, 109 districts with tribal population of more than 25% have been identified as "Special Focus Districts" for which separate allocation is made under the Sarva Siksha Abhiyan scheme. The Tribal students, irrespective of their financial status, are provided with free text books, uniform by the Government.

(c): The requisite details sought in this part of the question are given in the Annexure.

(d) to (f): Sarva Siksha Abhiyan supports elementary education in mother tongue and there is a provision for training of teachers in languages including tribal languages. The Ministry also supports Tribal Research Institutes established in 17 states whose work include training of teachers in tribal languages and culture. The Ministry also funds the Tribal Research Institutes for preparing school primers in tribal languages.

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